DOCUMENT RESUME

ED 088 887 SP 007 862

AUTHOR Buckley, Richard Dale; Dickmann, Leonore W.
TITLE Student Teachers - Supervising Teachers: A Study in Personality.
PUB DATE [69]
NOTE 10p.

EDRS PRICE MF-$0.75 HC-$1.50
DESCRIPTORS *Anxiety; *Cooperating Teachers; Elementary Education; Personal Adjustment; *Personality Assessment; Personality Tests; *Student Teachers; *Student Teaching

ABSTRACT

This study investigated the change in anxiety levels of elementary education student teachers from pre- to post-experience as it related to how they were different from their supervising classroom teachers in the intellectual dimension of practicality. The "Omnibus Personality Inventory, Form F" was the instrument used to determine anxiety levels and intellectual dispositions. There appears to be no relation between the change in anxiety level and the way that a student teacher and a supervising teacher are related in intellectual disposition. (Authors)

437

ED 088887

STUDENT TEACHERS - SUPERVISING TEACHERS:

A STUDY IN PERSONALITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Dr. Richard Dale Buckley

and

Dr. Leonore W. Dickmann

University of Wisconsin-Oshkosh[1]

SP 007 862

RICHARD DALE BUCKLEY is presently Chairman and Associate Professor in the Elementary Education Department at the University of Wisconsin-Oshkosh. He received his Ed.D. from the University of Pittsburgh. His interests are in social studies education and supervision.

LEONORE W. DICKMANN is presently Associate Professor in the Elementary Education Department at the University of Wisconsin-Oshkosh. She received her Ph.D. from the University of Wisconsin-Madison. Her interests are Language Arts, Creativity, and group dynamics.

There has been some evidence to indicate that the supervising teacher plays a most influential role during the student teaching experience. Selecting supervising teachers is therefore an important responsibility for those assigning student teachers.

The student teaching experience is perceived as anxiety-laden by many student teachers. When the student teacher is successful there seems to be less anxiety. In situations of failure, anxiety level is high and one often hears that there was a "personality conflict." Within the pairing of student teacher and supervising teacher in terms of personality may be the essential contributing factor toward the success or failure of the student teacher. Anxiety level may be related to the personality pairing.

Student teachers have personalities. Supervising teachers have personalities. Personalities interact. The positive interaction of personalities is crucial to effective working together.

Student teachers want to do a competent job during their student teaching experiences. They have anxiety - will they succeed?

There are many dimensions of personality. The mix of personality factors in any one individual causes that individual to be a unique person. Is there any factor or factors that may be crucial to the working relation which is developed between a student teacher and a supervising teacher?

Some writers over the past decade have struggled with personality factors as they relate to teachers. Donald Musella (4:78) found that "the personal characteristics of the rater and a ratee are related to the rating of teachers by principals." James S. Johnson (3:226) found

that "a more open-minded student teacher shows greater susceptibility to the influence of the supervisor than would the relatively closed-minded." M. Maxine Hunt and Marjorie Brown (2:436) discovered that "non-dogmatic teachers judge accurately more students who hold criteria nonsimilar to their own than do dogmatic teachers....."

Purpose of the Study

The purpose of the study was to determine whether a student teacher with less intellectual disposition (i.e., more practical, less theoretical) than his supervising teacher will show a greater change in anxiety level during the student teaching experience than a student teacher who is of higher intellectual disposition (i.e., less practical, more theoretical) than his supervising teacher.

Hypotheses

The following hypotheses were tested:

1. If a student becomes less anxious during his student teaching experience, he is likely to be more practical (i.e., less theoretical) than his supervising teacher.
2. If a student becomes more anxious during his student teaching experience, he is likely to be less practical (i.e., more theoretical) than his supervising teacher.

Subjects

All the elementary education student teachers at the University of Wisconsin-Oshkosh who were doing their senior level student teaching in one nine-week period of the Fall semester 1971 and their supervising teachers composed the potential population of the study. Grade levels represented were K-7.

Difficulty arose in getting complete cooperation from all of the supervising teachers as well as all the student teachers. Complete results were obtained from 44 student teacher - supervising teacher pairs.

Procedure

The Omnibus Personality Inventory, Form F, was administered to the student teachers prior to the start of the student teaching experience. The same inventory was administered to the supervising teachers soon after the student teaching experience was initiated. The inventory was readministered to the student teachers immediately after the completion of the nine-week student teaching experience.

The Omnibus Personality Inventory (1) is composed of fourteen scales - thinking introversion, theoretical orientation, estheticism, complexity, autonomy, religious orientation, social extroversion, impulse expression, personal integration, anxiety level, altruism, practical outlook, masculinity-feminity, and response bias. Six of these scales - thinking introversion, theoretical orientation, estheticism, complexity, autonomy, and religious orientation - are used for determining a person's intellectual disposition. Only intellectual disposition and anxiety level were used in the study.

There are eight intellectual dispositions. The larger the intellectual disposition category number the lower is the intellectual disposition. In this paper the writers define intellectual disposition in terms of practicality; the higher the intellectual disposition category the more practical, less theoretical, was the subject.

The intellectual disposition category of each student teacher was calculated for both the pretest and the posttest. The mean of the results

of these two calculations was considered as the student's intellectual disposition in the final analysis. The intellectual disposition of the teacher was determined from the one administration of the inventory. The difference between the student teacher's mean intellectual disposition and the supervising teacher's intellectual disposition was calculated

The anxiety level of each student teacher was calculated for the pretest and the posttest. The change in anxiety level was noted.

Results

Of the 44 student teachers 19 became less anxious, 11 had no change in anxiety, and 14 became more anxious.

Hypothesis one stated that, if a student becomes less anxious, he is likely to be more practical (i.e., less theoretical) than supervising teacher. This hypothesis is not supported. Of the 19 students who became less anxious, only 9 were more practical, 3 were identical to teacher on practicality, and 7 were less practical. (See Table 1.)

Table 1.--Student Teacher Anxiety as Related to Practicality

	Number of Students	Number More Practical than Teacher	Number Identical to Teacher on Practicality	Number Less Practical than Teacher
Students Less Anxious	19	9	3	7
Students No Change in Anxiety	11	4	2	5
Students More Anxious	14	6	0	8

Hypothesis two stated that, if a student becomes more anxious during student teaching experience, he is likely to be less practical (i.e., more theoretical) than supervising teacher. This hypothesis is not supported. Of the 14 students who became more anxious, only 8 were less practical while 6 were more practical.

Supplementary Findings

From the data collected a few additional findings are worth noting:

1. Of the elementary education student teachers who were inventoried at some time during the project, 49 of 69 had an intellectual disposition categroy of 5, 6, 7, or 8. This would appear to indicate that these student teachers for the most part are not "intellectually involved in their devotion to specific activities."
2. Of the 60 elementary school teachers who were inventoried at some time during the project, 50 had an intellectual disposition category of 5, 6, 7, or 8.
3. Of the 44 elementary education student teachers in the project, 32 had anxiety levels above a 50 standard score on the pretest; on the posttest, 29 had anxiety levels above a 50 standard score. (Note: A high score indicates a low anxiety level.) This would seem to indicate that these elementary student teachers were for the most part not anxiety-laden.
4. Of the 44 elementary school teachers in the project, 39 had standard scores above 50 on anxiety level. These teachers thus do not for the most part admit to being nervous or worried. The nervous or worried teachers might be the ones who did not

choose to participate because of concern about how the researchers intended to use the results.

Discussion

This research should be considered an initial effort to identify the significance of intellectual disposition in the relation of student teacher and supervising teacher as it impinges on the anxiety level of students during their student teaching experience. Although the results were inconclusive, the researchers feel research must be continued to find more appropriate ways to pair student teachers and supervising teachers than now exist. Pairing of student teachers and supervising teachers in too many situations depends on sheer random assignment or intuition with too little actually known or noted of the personality mix involved.

The changing job market, the push to performance-based-instruction, the demand for accountability coupled with the need to be concerned with the affective domain and the students' cry for relevancy make it necessary to strive for greater precision in selecting working partners than now exists.

Team teaching is becoming an item of ever increasing importance in the educational scene as well as a matter of question as it concerns selection of a working team. It is necessary to identify the personality mix that makes for good teamwork. Should a team be one of varied personality factors or one composed of individuals with a sameness of intellectual dispositions?

The Omnibus Personality Inventory may not be the proper instrument to get at what the researchers were trying to identify. It may be that anxiety level as inventoried on this instrument is not changed in 9 weeks significantly.

The question might be how does intellectual disposition pairing relate to the perceived feelings of respect and/or liking for the supervising teacher? A second question might be does the student teacher, in some cases of success, actually submerge his personality to the supervising teacher's in order to eliminate the threat of failure if he "does his own thing?"

The student teaching program has long been of concern to educators. A plethora of research has been conducted in the field leading to numerous experimental changes. Little is known, however, concerning the pairing of a student teacher with a supervising teacher concerning teacher personality and its relation to the effectiveness of a student teacher's preparation for teaching. It seems necessary to consider teacher personality in attempting to foster the most conducive teaching-learning relation between student teacher and supervising teacher.

FEB 2 6 1973

FOOTNOTE

1. Special thanks are due to Elaine Baker, Lois Donhauser, and Marilyn Jensen (Graduate Assistants).

REFERENCES

1. Heist, Paul; Yonge, George, Omnibus Personality Inventory, Form F: Manual, The Psychological Corporation, New York, 1962, 1968.

2. Hunt, Sister M. Maxine; Brown, Marjorie,"Dogmatism as Related to Accuracy of Student Teacher's Judgment of Students," Journal of Teacher Education, 18:429-437, 1967.

3. Johnson, James S., "Change in Student Teacher Dogmatism," The Journal of Educational Research, 62:224-226, 1969.

4. Musella, Donald, "Open-Closed-Mindedness as Related to the Rating of Teachers by Elementary School Principals," Journal of Experimental Education, 35:75-79, 1967.